

Creating a Holistic Student-Centered System of Accountability and Support

Whereas the current [Utah School Accountability System](#) was established through [S.B. 220](#) during the 2017 legislative session, prior to the advancement of the [Personalized, Competency-Based Learning](#) and [Portrait of a Graduate](#) initiatives, a need exists to reexamine the associated theory of action for Utah's school accountability system. In addition, the pandemic has highlighted the dependency of the school accountability system on access to state assessment results. Given these conditions, the Utah State Board of Education is requesting stakeholders be engaged to examine and provide recommendations for redesigning the school accountability system to be inclusive of the additional initiatives, more comprehensive in evaluation criteria, as well as aligned with and supportive of continuous school improvement efforts for all schools. An effective school accountability system sends the right signals and elicits the intended activities among Local Education Agencies and schools.

Redesigning Utah's School Accountability System will require an investment of time and the involvement of key education stakeholders, policy makers, and feedback from the broader community. This proposal also includes the involvement of a facilitator(s) with proven expertise in facilitating the development of large-scale educational plans, as well as state and federal school accountability requirements.

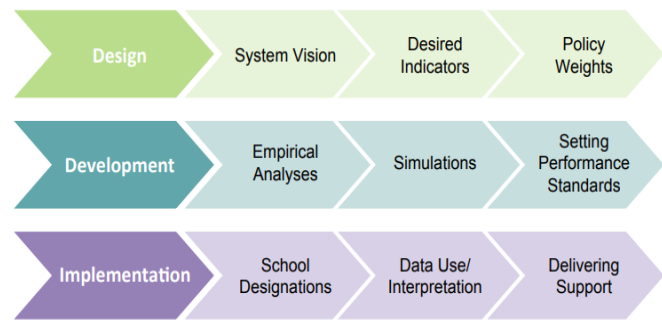
Goal

Redesign Utah's School Accountability System to be more aligned with Personalized, Competency-Based Learning and Utah's Portrait of a Graduate while maintaining an easy to compare, simple, and transparent school accountability system. Included in this work is a consideration of an accountability system that is balanced and holistic to the nature of learning, supports real and sustained change by supporting ownership of the need to change as well as the methods necessary to drive improvements and stimulate local accountability initiatives.

Stages of redesigning Utah's school accountability system

Effective accountability systems are the result of a long design process that is influenced by a variety of external forces weighted in a deliberate manner to reflect the state's unique goals and priorities. The redesign processes should also include the design, development, and implementation stages.

School accountability systems are based on a series of dependencies. The quality of any one step is contingent on the accuracy of each preceding decision. Documenting and compiling evidence used to support each decision can be very complex. However, despite these complexities, there are three general activities: design, development, and implementation



Timeline

Activity	Timeline
Identify and invite executive and advisory committee members.	May 2021
Prepare and release a request for proposals to identify a consultant/facilitator. The consultant will be responsible for organizing and facilitating the executive and advisory committee, seeking feedback from the public, and preparing an executive report that will contain recommendations.	May-June 2021
Executive and Advisory Committee meetings (the work)	August 2021 - August 2022
Provide status update/report to the Education Interim Committee * The Utah State Board of Education may receive updates as requested during their monthly meetings.	Ongoing
Potential legislation that supports pilot school accountability implementation	January 2022 - March 2023
Seek public input either through face-to-face and/or video conference events as well as through a survey instrument	September 2021 - June 2022
Executive report is shared with USBE and Education Interim Committee (update released to the public)	September - November 2022
Legislative Action	January - March 2023
Submit amendment to Utah's Consolidated Plan as necessary	March - September 2023
Implementation of the redesigned school accountability system	2024-2025 school year

The Utah State Legislature has established and maintains [authority](#) for Utah's School Accountability System and has [directed](#) the Utah State School Board to "adopt rules to implement a statewide accountability system." The redesign of Utah's School Accountability System will be accomplished through this partnership and shared leadership.

Roles/Responsibilities

Executive Committee

This committee would be comprised of 12-14 key education/policy stakeholders with membership identified jointly between leadership of the State Legislature and the chair of the Utah State Board of Education. This group has the responsibility of evaluating the current school accountability system, developing a theory of action, going through design and development phases of redesigning a school accountability system, and identifying recommended legislative actions related to a redesigned school accountability system for Utah schools.

The Executive Committee would be co-chaired by a member of the:

- State Board of Education, appointed by the chair of the State Board of Education;
- Utah House of Representatives, appointed by the Speaker of the House of Representatives; and
- Utah Senate, appointed by the President of the Senate

Other members include:

- 3 Board members, appointed by the chair of the State Board of Education
- 4 members, which may include House members, appointed by the Speaker of the House of Representatives
- 4 members, which may include Senators, appointed by President of the Senate
- Local school board representative, Superintendent representative, and charter school representative

Advisory Committee

This committee would be comprised of 15-30 individuals from the education community with the purpose of providing feedback regarding the ideas and suggestions that are developed in the executive committee. Members would be identified and invited to participate by the Superintendent of Public Instruction.

Consultant

In addition to facilitating all related meetings and committee communications, the consultant will orient Executive and Advisory committee members to build a knowledge base and capacity to ensure subsequent work is well-grounded. They will support the Executive Committee chairs with identified needs throughout the process and produce an executive report detailing the work and recommendations of the committee. During the development, they will review Utah's current school accountability system's theory of action and redesign or further develop as necessary to obtain the stated goal of this work. They will lead the committees through the design and development process. In addition, they may assist the Utah State Board of Education through the implementation phase.